दश वर्षों के लिए संस्कृत के विकास की योजना में विचार

(भारतसम्प्रशासन [भारत सरकार से] **से श्रीगोपाल स्वामी की अध्यक्षता में नियुक्त ११ सदस्य वाली समिति से प्रस्तुत आगामी दश वर्षों के लिए [२०१५–२०२४ क्रै.] संस्कृत के विकास की योजना में टिप्पणी**)

–शिवराज आचार्य कौण्डिन्न्यायन

विषयप्रवेश

यह टिप्पणी भारतवर्षीय विद्या धर्म संस्कृति इतिहास परम्परा के प्रति श्रद्धा आस्था प्रेम और प्रतिबद्धता से प्रेरित होकर की गई है। इसको मेरे समानधर्मा सज्जन ठीक रूप से समझें, अन्यथा न समझें।

भारतसम्प्रशासन से श्रीगोपालस्वामी की अध्यक्षता में नियुक्त ११ सदस्य वाली समिति से प्रस्तुत आगामी दश वर्षों के लिए संस्कृत के विकास की योजना (VISION And ROAD MAP For the Development of Sanskrit Ten year perspective Plan) में कुछ प्रशंसनीय और कुछ आलोचनीय विषय पाए जाते हैं।

योजना के प्रशंसनीय विषय

प्रशंसनीय विषयों में प्रमुख विषय है संस्कृत को दैनिक व्यावहारिक जीवन्त भाषा के रूप में और सम्पूर्ण भारतवर्ष में सम्पूर्ण

ज्ञानविज्ञान की उपलब्धियों के आदानप्रदान की माध्यमभाषा के रूप में पूर्ववत् स्थापित करने के लिए विकसित और प्रचारित करने का विचार।

यह विचार भूमण्डल में भारतवर्ष की अनादिकाल से अनुवृत्त विशिष्ट स्थिति को सुरक्षित और प्रव्यक्त करने के लिए और भारतवर्षीय वर्तमान स्थिति को इसकी ऐतिहासिक स्थिति से अविच्छिन्न रूप में सम्बद्ध करने और रखने के लिए भी अत्यन्त महत्त्वपूर्ण बात है।

किन्तु उक्त प्रकार से संस्कृत को विकसित और स्थापित करने के लिए भारतवर्षीय लोगों में भारतवर्ष के प्रति अत्यन्त प्रगाढ प्रेम ममता और भारतवर्षीय धार्मिक आध्यात्मिक सांस्कृतिक भाषिक ऐतिहासिक और पारम्परिक विशेषताओं के प्रति अत्यन्त प्रबल हार्दिक लगाव और प्रतिबद्धता आवश्यक है।

योजना की सफलता के लिए आवश्यक कार्य

परन्तु आजकल के पाश्चात्त्य खान पान परिधान आचरण अर्थकामपरायण व्यवहरण करने में और विदेशगमन में उन्मुख और लालायित तथा भारतवर्षीय परम्परा के विरुद्ध विदेशी विधर्मियों के प्रयोजनसिद्धि के लिए उनसे पैसे लेकर एन्.जी.ओ चलाने में प्रवृत्त होने में तत्पर जनों में वे प्रेम ममता और लगाव कैसे गम्भीर उद्भूत स्थिर और कार्यकारी बनाए जा सकते हैं, यह प्रश्न है।

उक्त प्रश्न के समाधान में उक्त समिति का पर्याप्त ध्यान नहीं गया हुआ प्रतीत होता है। उक्त प्रश्न के समाधान में जोर दिया जाना चाहिए और उक्त प्रेम ममता और लगाव भारतवर्षीय लोगों में विकसित प्रगाढ स्थिर और कार्यकारी बनाने का उपाय निकाला जाना ही चाहिए, अन्यथा यह योजना कल्पना मात्र रह जाएगी।

संस्कृत-शिक्षकों का वेतनमान अन्य विषय-शिक्षकों के वेतनमान से समान होना चाहिए

उक्त समिति की प्रस्तुति से ही विदित हुआ कि भारत का सम्प्रशासनतन्त्र ही ब्रिटिश सम्प्रशासनतन्त्र की तरह ही संस्कृत के विद्वानों विद्यार्थियों और प्रेमियों को निरुत्साहित करने के लिए विद्यालयों के और महाविद्यालयों के संस्कृत-शिक्षकों के प्रति वेतनमान के भेद से ही अन्याय कर रहा है, समान श्रेणी के अन्य-विषय-शिक्षकों के वेतनमान से संस्कृत-शिक्षकों का वेतनमान आधा ही रख दे रहा है। देश के सम्प्रशासनतन्त्र का व्यवहार ही संस्कृत के विकसन प्रचारण और लोकप्रियकरण का प्रतिकूल है तो समाज में संस्कृत का विकसन प्रचारण और लोकप्रियकरण का वातावरण कैसे बनाया जा सकता है?

जिसको वृत्ति की चिन्ता नहीं है, भारतवर्ष के प्रति गम्भीर प्रेम ममता और भारतवर्षीय परम्परा के प्रति प्रबल हार्दिक लगाव और प्रतिबद्धता है वैसे भारतवर्षीय सज्जन सम्प्रशासन की प्रतिकूलता रहने

पर भी सम्प्रशासन को कोसते हुए भी संस्कृतभाषा के विकसन प्रचारण और लोकप्रियकरण के काम में लग सकते हैं, ऐसे लोगों में अनुकूल प्रवृत्ति जगाई जानी चाहिए, किन्तु संस्कृतशिक्षा में अतिदुर्बल आर्थिक स्थिति वाले वर्ग के और दुर्बल आर्थिक स्थिति वाले वर्ग के लोग ही प्रायः प्रवृत्त होते हैं, उनके लिए जीविका का प्रश्न प्रबल होता है, अतः वैसे लोगों को जीविका की उपलब्धि की सम्भावना और योजना स्पष्ट और व्यावहारिक होनी चाहिए। इस विषय में उक्त समिति की प्रस्तुति में विशेष स्पष्ट धारणा नहीं दिखाई देती है।

संस्कृतशिक्षा के पाठ्यक्रम में परिमार्जन आवश्यक

संस्कृत के विकसन प्रचारण और लोकप्रियकरण के लिए प्रथमतः संस्कृतशिक्षा का विकास विस्तार और सुदृढीकरण किया जाना चाहिए। इस के लिए साधारण संस्कृत विद्यालय के महाविद्यालय के और विश्वविद्यालय के पाठ्यक्रम में परिमार्जन परिष्करण किया जाना चाहिए। उस में पाठ्यक्रम को (१) धार्मिक उद्देश्य से संस्कृत पढना-पढाना चाहने वालों के लिए, (२) पाणिनीय व्याकरणादि शास्त्र में पाण्डित्य प्राप्त करने के उद्देश्यसे संस्कृत पढना-पढाना चाहने वालों के लिए, (३) आयुर्वेदादि प्राविधिक विषयों के ज्ञान और प्रयोग के उद्देश्य से संस्कृत पढना-पढाना चाहने वालों के लिए, और (४) संस्कृतवाङ्मयमूलक नीतिशास्त्रप्रधान साधारणशिक्षा (General Education) प्राप्त करने के उद्देश्य से संस्कृत पढना-पढाना

चाहने वालों के लिए स्वस्वानुकूल विषय का चयन करने की सुविधा उपलब्ध कराने वाला पाठ्यक्रम और शैक्षिक कार्यक्रम बनाया जाना चाहिए। इस प्रकार के पाठ्यक्रम का उद्देश्योल्लेखसहित प्रचार और प्रयोग करने से संस्कृतशिक्षा में प्रवृत्ति बढ सकती है। ऐसे विषय में उक्त समिति की स्पष्ट धारणा योजना और प्रबल संस्तुति (Recommendation) होनी चाहिए थी।

साधारण संस्कृत शिक्षा के सम्बन्ध में उक्त समिति की अधोलिखित संस्तुतियां (Recommendations) अच्छी हैं

१. संस्कृतशिक्षण संस्कृतभाषा के माध्यम से ही करने की व्यवस्था होनी चाहिए।

२. खुले विद्यालय के पाठ्यक्रम को भी संस्कृतभाषा के माध्यम में देने की व्यवस्था होनी चाहिए।

३. सायङ्कालिक और प्रातःकालिक अनौपचारिक संस्कृतशिक्षा की व्यवस्था होनी चाहिए।

४. भारतवर्षीय परम्परा के वृक्षायुर्वेद गवायुर्वेद अश्वायुर्वेदादि ज्ञानविज्ञान को सम्बद्ध आधुनिक विषय के पाठ्यपुस्तकों में समावेश करने की व्यवस्था होनी चाहिए।

५. आदर्श संस्कृत-भाषा-माध्यम-विद्यालयों की स्थापना की जानी चाहिए।

६. संस्कृत-शिक्षकों का वेतनमान अन्य विषय के समकक्षी शिक्षकों के वेतनमान से तुल्य किया जाना चाहिए।

७. संस्कृत-शिक्षकों के रिक्त पदों में नियुक्तियां शीघ्र ही की जानी चाहिए।

८. संस्कृत विश्वविद्यालयों में योग गणित अर्थशास्त्र व्यवस्थापन इत्यादि विषयों का समावेशन होना चाहिए।

९. ११ और १२ कक्षा के कला वाणिज्य विज्ञान इत्यादि के विद्यार्थियों से भी संस्कृत विषय लिया जा सकने की व्यवस्था होनी चाहिए।

१०. पठनपाठन की प्रभावशाली निरीक्षणव्यवस्था होनी चाहिए।

११. निर्णयसागर-मुद्रणालयादि से पूर्वप्रकाशित महत्त्वपूर्ण शुद्ध संस्कृत पुस्तकों के पुनर्मुद्रण की व्यवस्था होनी चाहिए।

१२. दुर्लभ अप्रकाशित महत्त्वपूर्ण हस्तलिखित संस्कृत ग्रन्थों का सम्पादन प्रकाशन की व्यवस्था होनी चाहिए।

१३. आधुनिक विज्ञानप्रविधि विषय के ग्रन्थों का संस्कृत में अनुवादप्रकाशन की व्यवस्था होनी चाहिए।

१४. सम्पन्न और क्रियमाण अनुसन्धानों के विषयों के पूर्ण विवरण का सङ्कलन और प्रकाशन की व्यवस्था होनी चाहिए।

१५. आचार्योत्तर शास्त्रविशेष-विशिष्टाध्ययनाध्यापन की व्यवस्था होनी चाहिए।

१६. परीक्षा-प्रमाणपत्र-वेतनादि से निरपेक्ष स्वतन्त्र शास्त्राध्यापन को प्रोत्साहित करने की व्यवस्था होनी चाहिए।

१७. वेदादि-संस्कृत-वाङ्मयग्रन्थस्थ विज्ञानप्रविधि के अनुसन्धान को और नवीन विज्ञानप्रविधि के आविष्करण को प्रोत्साहित करने की व्यवस्था होनी चाहिए।

१८. संस्कृत में कथा निबन्ध कविता काव्य रूपक इत्यादि के सर्जन को प्रोत्साहित करने की व्यवस्था होनी चाहिए।

१९. बालसाहित्योत्पादन को विशेष प्रोत्साहन देने की व्यवस्था होनी चाहिए।

२०. पाठ्य दृश्य श्रव्य सामग्रियों के उत्पादन संरक्षण और प्रचारणादि के नवीन प्रविधियों का संस्कृत के विकास विस्तार और सुदृढीकरण में प्रयोग की व्यवस्था होनी चाहिए।

२१. लोक में व्यवहार में आ रहे नवीन पदार्थों के वाचक संस्कृत शब्दों के उत्पादन की व्यवस्था होनी चाहिए।

२२. मुद्रित संस्कृत पुस्तकों के प्रदर्शन-विक्रयण के लिए मेले की समय समय में आयोजन को प्रोत्साहन देने की व्यवस्था होनी चाहिए।

हमारे विचार में उक्त व्यवस्थाओं के अतिरिक्त अधोलिखित व्यवस्था भी होनी चाहिए

(१) संस्कृतवाङ्मयमूलक सर्वलोकग्राह्य साधारणशिक्षा के (जेनरल् एजुकेशन् के) प्रयोग से संस्कृत के व्यापक प्रचार के लिए संस्कृतशिक्षा के पाठ्यक्रम में व्याकरण दर्शन साहित्यादि विषय जैसे ही हितोपदेश-शैली का सरल नीतिशास्त्र एक विषय भी व्याकरणादि अन्य विषय जिस कक्षा से समाविष्ट किए जाते हैं उसी कक्षा से समाविष्ट करने की व्यवस्था होनी चाहिए।

(२) संस्कृत शिक्षार्थियों को पाठ्यक्रम में ही समाविष्ट करके संस्कृतवाङ्मय में क्या क्या विषय उपलब्ध हैं इस विषय का ज्ञान कक्षानुसार सङ्क्षिप्त वा मध्यम वा विस्तृत रूप में देने की व्यवस्था होनी चाहिए।

(३) प्रान्तीय भाषाओं की सभी उच्च परीक्षाओं में संस्कृत का एक स्वतन्त्र पत्र समाविष्ट करने की व्यवस्था होनी चाहिए।

(४) संस्कृत का पाणिनीयशिक्षादिसम्मत शुद्ध उच्चारण का शिक्षण और प्रचारण की व्यवस्था होनी चाहिए।

(५) परिशुद्ध पाणिनीयव्याकरणसम्मत बृहत् प्रातिपदिकरूपावली का सुलभ संस्करण निकालने की, व्यापक प्रचार करने की और उसको सन्दर्भग्रन्थ के रूप में प्रयोग में लाने की व्यवस्था होनी चाहिए।

(६) परिशुद्ध पाणिनीयव्याकरणसम्मत बृहद् धातुरूपावली का सुलभ संस्करण निकालने की, व्यापक प्रचार करने की और उसको सन्दर्भग्रन्थ के रूप में प्रयोग में लाने की व्यवस्था होनी चाहिए।

(७) वामन शिवराम आपटे के संस्कृत हिन्दी शब्दकोश का सरलीकरण और पुनःसम्पादन करके उसका अत्यन्त सुलभ संस्करण सर्वदा उपलब्ध कराने की और सन्दर्भग्रन्थ के रूप में प्रयोग में लाने की व्यवस्था होनी चाहिए।

(८) पुणे से निकल रहे "An Encyclopaedic Dictionary of Sanskrit on Historical Principles" नाम के सुबृहत् संस्कृत शब्दकोष का प्रकाशन शीघ्र पूर्ण करने की व्यवस्था होनी चाहिए।

(९) नवीन सूचीपत्र का सूचीपत्र (New Catalogos Catalogorum) का प्रकाशन शीघ्र पूर्ण करने की व्यवस्था होनी चाहिए।

(१०) आजतक भूमण्डलभर में मुद्रित संस्कृत ग्रन्थों का एकीकृत अकाराद्यनुक्रमणिकानुसारी सूचीपत्र बनाकर प्रकाशित करने की व्यवस्था होनी चाहिए।

(११) अमेरिका युरोप इत्यादि विदेशों में मुद्रित प्रकाशित संस्कृत ग्रन्थों का भी भारतवर्ष में उपलब्धता कराने की व्यवस्था होनी चाहिए।

(१२) आजतक भूमण्डल में मुद्रित सम्पूर्ण संस्कृत ग्रन्थों के सङ्ग्रह से युक्त एक राष्ट्रिय संस्कृत-पुस्तकालय की स्थापना की व्यवस्था होनी चाहिए। मूल मुद्रित प्रति प्राप्त हो न सकने पर उसकी छायाप्रतिलिपि लेकर भी सङ्ग्रह पूर्ण करने की व्यवस्था होनी चाहिए।

(१३) सम्प्रशासन में और न्यायालय में यथासम्भव यथोचित रूप में भारतवर्षीय वेदवेदाङ्गादि-शास्त्रोक्त व्यवस्था के पालन की व्यवस्था होनी चाहिए।

(१४) संस्कृतशिक्षायुक्त योग्य जनों को संस्कृत विद्यालयों में महाविद्यालयों में और विश्वविद्यालयों में शिक्षक के रूप में और प्रशासक के रूप में, विद्यालयादिनिरीक्षक के रूप में और भारतवर्षीय विद्याधर्मसंकृति के प्रचारक संवाहक प्रवचनकर्ता इत्यादि के रूप में भी नियुक्त करके जीविका उपलब्ध कराने की व्यवस्था होनी चाहिए।

(१५) शासकीय उच्च पदों में भी अन्ताराष्ट्रिय भाषा भी जानने वाले संस्कृत-स्नातकों को और दूसरे विषयों के स्नातकों को भी संस्कृतभाषा भी जानने वाले तथा भारतवर्षीय विद्या धर्म संस्कृति परम्परा के अच्छे जानकार और उसमें हार्दिक लगाव वाले व्यक्ति को ही नियुक्त करने की व्यवस्था होनी चाहिए।

वेदविद्या के पाठशाला के विषय में तो उक्त समिति के विचार बहूत हि परिष्करणीय दिखाई देते हैं

वस्तुतः अर्थरक्षाप्रणाली की वेदपाठशाला की पृथक् व्यवस्था आवश्यक नहीं है, संस्कृत विद्यालय महाविद्यालय विश्वविद्यालयों में ही अर्थरक्षाप्रणाली का वेदाध्ययनाध्यापन चल सकता है।

शब्दरक्षापरम्परा के वेदाध्ययनाध्यापन के लिए अत्यन्त विशिष्ट व्यवस्था आवश्यक होती है। इस परम्परा के वेदाध्ययनाध्यापन को भी आङ्ग्लशिक्षापद्धति के विद्यालय के अध्ययनाध्यापन की तरह शासकीय नियन्त्रण में रखना परीक्षा-प्रणाली में ले जाना प्रमाणपत्रादि के बन्धन में रखना मासिक वेतनभोगी पराधीन अध्यापक से चलाना इत्यादि कार्य शास्त्र के और परम्परा के विपरीत होने से उचित नहीं होता है।

शब्दरक्षापरम्परा के शास्त्रीय वेदाध्ययनाध्यापनपरम्परा को अनुवृत्त और स्थापित तथा सुदृढ करने के लिए तो वैदिक शास्त्रीय गुरुकुलपद्धति ही ठीक होती है, अन्यपद्धति ठीक नहीं। इस विषय को हृदयङ्गम करके केरल के विद्वानों ने विद्यालयीय पाठ्यक्रम में वेद विषय नहीं रखा था, अब भी नहीं रखे होंगे। इस विषय में उक्त समिति का समुचित रूप में ध्यान नहीं गया हुआ प्रतीत होता है। शब्दरक्षापरम्परा के वेदाध्ययनाध्यापन की व्यवस्था को ठीक प्रकार

से चलाने के लिए शास्त्र के विधानों का और परम्परा का अच्छी तरह अध्ययन करके समुचित व्यवस्था को समझकर उस व्यवस्था की चलने की स्थिति बनानी चाहिए। इस विषय में प्रमुख और महत्त्वपूर्ण बातों को सङ्क्षेप में प्रस्तुत किया जा रहा है।

(१) शब्दरक्षापद्धति के वेदाध्ययनाध्यापन में आचार्य अथवा उपाध्याय अथवा गुरु वैसा ही व्यक्ति होना चाहिए जिस ने गुरुमुखोच्चारणानूच्चारण करके शास्त्रोक्त विधि से उपाकर्मपूर्वक स्वशाखा का वेद अच्छी तरह पढा है और जो शुद्धकुलीन गृहस्थ ब्राह्मण है तथा जो यथासम्भव गृह्याग्नियुक्त भी है।

(२) शब्दरक्षापद्धति के वेदाध्ययनाध्यापन में शिष्य भी स्वोपनीत अथवा परोपनीत सुपरीक्षित ज्ञातकुलीन सदाचारी शिखायज्ञोपवीतादिधारी ब्रह्मचारी ब्राह्मण होना चाहिए।

(३) उक्त प्रकार के गुरु से उक्त प्रकार के शिष्य को स्वगृह्यसूत्र-धर्मसूत्रादि से प्रतिपादित पद्धति से स्वशाखावेद पढाया जाना चाहिए।

(४) उक्त प्रकार के ब्राह्मण गुरुओं को समर्थ धनिकों से गृह क्षेत्र अन्य आवश्यक उपकरण उपभोग्य सामग्री इत्यादि देकर उच्चसम्मानपूर्वक गांवगांव में प्रतिष्ठित किया जाना चाहिए।

ऐसे ही ब्राह्मण के स्थापन का पुण्य अनगिनत है ऐसा कहकर इस प्रकार के ब्राह्मण को प्रतिष्ठित करने के काम का माहात्म्य स्मृतिपुराणादि में प्रतिपादित है, जैसे–

(क) न तच् छ्रेयोऽग्निहोत्रेण नाऽग्निष्टोमेन लभ्यते ।
यच् छ्रेयः प्राप्यते पुंसा विप्रेण स्थापितेन तु ॥

(दक्षस्मृति ३।३१) ।

(ख) अग्निहोत्रैर् न तच् छ्रेयो नाऽग्निष्टोमादिभिर् मखैः ।
यच् छ्रेयः प्राप्यते मर्त्यैर् द्विजे चैके प्रतिष्ठिते॥

(स्कन्दपुराण, काशीखण्ड ४०।३२) ।

(ग) नैवेशिकं सर्वगुणोपपन्नं ददाति वै यस् तु नरो द्विजाय ।
स्वाध्याय-चारित्र्यगुणाऽन्विताय तस्याऽपि लोकाः कुरुषूत्तरेषु ॥

(महाभारत, अनुशासनपर्व ५३।३३) ।

(घ) देवानां मण्डपं कृत्वा यत् फलं लभते नरः ।
तत् फलं समवाप्नोति द्विगुणं विप्रमन्दिरे ॥

(पद्मपुराण, सृष्टिखण्ड ५०।१०४) ।

(ङ) ब्राह्मणस्थापने पुण्यं यद् वै भवति भो मुने ।
सङ्ख्यां कर्तुमशक्तस् तु तद् वेधाः सर्वकारकः ॥

(पद्मपुराण, ब्रह्मखण्ड ६।७) ।

(च) गण्यन्ते पांशवो भूमेर् गण्यन्ते वृष्टिबिन्दवः ।
न गण्यन्ते विधात्राऽपि ब्रह्मसंस्थापने फलम् ॥

(ब्रह्मवैवर्तपुराण, कृष्णजन्मखण्ड ७६ ।५१,५२) ।

(छ) कृत्वोपजीव्यं विप्रस्य जीवन्मुक्तो भवेन् नरः ।
अचलां श्रियमाप्नोति परं मुक्तिचतुष्टयम् ॥

(ब्रह्मवैवर्तपुराण, कृष्णजन्मखण्ड ७६ ।५२,५३) ।

(ज) एवं कृत्वा महाराज नमस्या एव ते द्विजाः ।
भौमं ब्रह्म द्विजश्रेष्ठा धारयन्ति समर्चिताः ॥

(महाभारत, शान्तिपर्व ५६।२६) ।

(झ) यं देवं देवकी देवी वसुदेवादजीजनत् ।
भौमस्य ब्रह्मणो गुप्त्यै दीप्तमग्निमिवारणिः ॥

(महाभारत, शान्तिपर्व ४७।२९) ।

(ञ) यमेवं देवकी देवं वसुदेवादजीजनत् ।
भौमस्य ब्रह्मणो गुप्त्यै तस्मै ब्रह्मात्मने नमः ॥

(भविष्यपुराण ४।५५।६०) ।

(ट) जगतः स्थितिं परिपिपालयिषुः स आदिकर्ता नारायणो विष्णुर् भौमस्य ब्रह्मणो ब्राह्मणत्वस्य रक्षार्थं देवक्यां वसुदेवाद् अंशेन कृष्णः किल सम्बभूव, ब्राह्मणत्वस्य हि रक्षणेन रक्षितः स्याद् वैदिको धर्मस् तदधीनत्वाद् वर्णाश्रमभेदानाम्। (गीता की शङ्करकृतव्याख्या का उपोद्घात) ।

(ठ) अभेद्यमच्छेद्यमनादिमक्षयं विधिं पुराणं परिपालयन्ति ।
महामतिस् तानभिपूज्य वै द्विजान् भवेदजेयो दिवि देवराडिव ॥
(स्कन्दपुराण, प्रभासखण्ड १।२२।७४) ।

वेदधारण करने वाले ब्राह्मण का माहात्म्य मनुस्मृति में ऐसे बताया गया है–

हत्वा लोकानपीमांस् त्रीनश्नन्नपि यतस्ततः ।
ऋग्वेदं धारयन् विप्रो नैनः प्राप्नोति किञ्चन ॥
(मनुस्मृति ११।२६१) ।

उक्त प्रकार से विधिवत् अध्ययन-अध्यापन करके वेदशब्दपरम्परा के रक्षण का कार्य बहूत ही बडा कार्य है। महाभारत में कहा गया है–

वेदस्याध्ययनं हीदं तच् च कार्यं महत् स्मृतम् ।
(शान्तिपर्व में पुणे के चित्रशालासंस्करण में ३२७।४९,
सातवलेकर के हिन्दीअनुवाद से युक्त पूना के
शोधसंस्करणानुसार के संस्करण में ३१४।४६) ।

ऐसे महान् कार्य के लिए समुचित व्यवस्था की जानी चाहिए। इस व्यवस्था में–

१. उक्त कार्य के महत्त्व का प्रचार करके धनिक लोगों को इस कार्य में योगदान करने के लिए प्रेरित किया जाना चाहिए। भारतवर्ष में

अरबपति खरबपति धनिक लोगों की सङ्ख्या भी कम नहीं है। वे जागरित होकर समुचित योगदान करेंगे तो अबतक बची हुई ९-१० वेदशाखाओं की शब्दरक्षापरम्परा को शास्त्रीय रूप से सुदृढ और सुरक्षित करना और आगे बढाना असम्भव नहीं है। केवल वेदशब्दरक्षा की परम्परा कैसे सुदृढ और सुरक्षित की जानी चाहिए इस बात का ठीकठीक शास्त्रीय और व्यावहारिक ज्ञान तथा उसके लिए आवश्यक अर्थविनियोजन में तत्परता आवश्यक है।

२. भारतसम्प्रशासन को (भारत सरकार को) भी इस वेदशब्दरक्षापरम्परा को बचाने में पर्याप्त योगदान करना चाहिए। इस कार्य में संलग्न गुरुशिष्यों को पर्याप्त सहयोग देना चाहिए। कौटलीय अर्थशास्त्र के "आचार्या विद्यावन्तश् च पूजावेतनानि यथार्हं लभेरन् पञ्चशतावरं सहस्रपरम्" (५।३) इस कथन को भी ध्यान में रखकर देश काल परिस्थिति प्रयोजन इत्यादि का विचार करके वैसे गुरु-शिष्यों को प्रतिवर्ष उल्लेखनीय अर्थसहयोग सम्प्रशासन से दिया जाना चाहिए। ऐसा कार्य गांवगांव में हो, जैसे पाणिनीयव्याकरण-भाष्यकार पतञ्जलि मुनि के समय में होता था, पतञ्जलि मुनि कहते हैं– **ग्रामेग्रामे काठकं कालापकं च प्रोच्यते** (४।३।१०१), उतना न हो सके तो जनपदजनपद में हो, उतना भी न हो सके तो प्रान्तप्रान्त में हो ऐसी व्यवस्था

भारतसम्प्रशासन को करना चाहिए। भारत की जैसी बडी अर्थव्यवस्था में भारतवर्ष के गौरव की रक्षा में अत्यन्त महत्त्वपूर्ण योगदान करने वाले वेदशब्दरक्षापरम्परा के लिए प्रतिवर्ष दो चार अरब रुपये देना भारतसम्प्रशासन के लिए कोई बडी बात नहीं दिखाई देती है। इतना अर्थविनियोजन करनेपर भी सम्प्रशासन को वेदाध्ययनाध्यापनव्यवस्था में शासन नहीं करना चाहिए , केवल सहयोग ही करना चाहिए। इस सम्बन्ध में कौटलीय अर्थशास्त्र की "विद्यानां तु यथास्वम् आचार्यप्रामाण्याद् विनयो नियमश्च" (१।५) इस उक्ति में ध्यान दिया जाना चाहिए।

इस कार्य की विस्तृत योजना और कार्यक्रम बनाने के लिए सम्प्रशासन को ब्राह्मण-हृदय वाले वैदिकों की और वैदिकपरम्पराविज्ञ विद्वानों की एक समिति पृथक् ही बनानी चाहिए और उस से प्रस्तुत योजना का और कार्यक्रम का कार्यान्वयन करना चाहिए। इसके लिए पहले तो प्रधानमन्त्री जी का निश्छल रूप में कार्यतत्पर-हृदय होना चाहिए, उसके बाद मानवसंसाधनमन्त्री जी का और उसके बाद सम्बद्ध अधिकारियों का।

इस कार्य में तत्पर होने के लिए शङ्कराचार्य महामण्डलेश्वर साधु सन्त महन्त मठाधीश पीठाधीश वेदादिविज्ञ सद्गृहस्थ ब्राह्मण तथा भारतवर्षीय धर्मदर्शनसंस्कृतिपरम्परा के प्रेमी उद्बुद्ध अन्य श्रेष्ठ

राष्ट्रिक (नागरिक) इत्यादि लोगों से प्रधानमन्त्री जी में अनुरोध और आग्रह किया जाना और दबाब दिया जाना चाहिए।

इस विषय में हमारे विचार के कुछ कार्यक्रम हमारी "ऋग्वेद की शाङ्खायनीय शाखा के परम्परागत उच्चारण को सुरक्षित करने का विचार स्तुत्य है" इस शीर्षक की गत (२०१६) जनवरी १० की प्रस्तुति (फेस् बुक् पोष्ट्) में और "ऋग्वेदादि वेदों की विभिन्न शाखाओं के गृह्यसूत्रोक्त शास्त्रीय पद्धति से होने वाले अध्ययनअध्यापन के संरक्षण के लिए विशेष प्रयत्न किया जाय" इस शीर्षक की गत जनवरी १३ की प्रस्तुति में और "संस्कृत शिक्षा के विकास विस्तार तथा सुदृढीकरण का मार्ग" इस शीर्षक की प्रस्तुति में तथा "संस्कृतशास्त्रधर्मसंस्कृति के पालनसंरक्षण के विषय में विचार करते समय ध्यान दें" इस शीर्षक की गत मार्च १६ की प्रस्तुति में भी दिए गए हैं, इच्छुक सज्जन उनको भी देखें।

भारतसरकार अथवा कोई समर्थ धनिक चाहेंगे और समुचित व्यवस्था करके कहेंगे तो हम उस योजना के और कार्यक्रम के और विस्तृत रूप भी प्रस्तुत करेंगे। (२०१६–३– ३१)

॥ इति शम् ॥

VISION

And

ROAD MAP

For the Development of Sanskrit

Ten year perspective Plan

Contents

Introduction

Sanskrit, it is acknowledged, is not just *a* language. It is the voice of India's soul and wisdom. It is the link between India's past and present. It has been the vehicle of Knowledge Tradition of Bharat.

MHRD, Govt. of India constituted a committee to suggest a long term vision and road map for the development of Sanskrit for the next ten years. The Terms of Reference of the Committee are –

1. To assess and review the present schemes for the development of Sanskrit and Veda Vidya.
2. To study and suggest ways and means to bring qualitative change in Sanskrit Education both in School Education and Higher Education.
3. To suggest vision and an action plan for the development of Sanskrit in next ten years.
4. To suggest measures to integrate Sanskrit studies with other disciplines like Physics, Chemistry, Mathematics, Medical Science and Law etc.
5. To suggest ways and means to use new methods of imparting Sanskrit Education with the help of modern tools and technologies.

Sanskrit language and literature is a vast repository of knowledge encompassing all spheres of life, like science and technology, astronomy and architecture, medicine and metallurgy, agriculture and sculpture, mathematics and management, economics and ecology. In today's globalised economy and in the context of knowledge society, India needs Sanskrit more than ever before, to bridge the ancient and modern, to unravel the knowledge contained in the ancient texts, to protect our Intellectual Property Rights, to explore new avenues of innovations and to lead India into the forefront of the knowledge driven globe.

However, neither this language nor its treasure has been explored and applied to the extent it deserved. Further, Sanskrit remained as a beloved and ornamental language of the people but not as the communicative language and it did not find any place of priority either in the policies of States or Center. Taking into cognizance this fact and ground reality the members of the present committee reached out to institutions and individuals who are concerned with Sanskrit Education through personal contacts, letters, meetings and social media eliciting views for vision and road map for the development of Sanskrit in next ten years. Earlier recommendations and reports were also made available to the committee by the Ministry. All the suggestions thus collected were discussed in detail and it was decided that only the important, doable, wider and longer impacting measures, focused on quality enhancing and capacity building are to be recommended, the rest of the suggestions that are concerned with details and having relevance to implementation, should be submitted separately to the Ministry.

The Committee is of the view that actions have to be taken in a phased manner and therefore while the Vision details the long term perspective, the action plan and

recommendations are for the next three to four years in the first phase and six to seven years in the second phase.

There are six basic needs for the sustenance and development of any language, namely 1) speakers 2) using it as a medium of instruction & education, entertainment, communication, administration, etc. 3) creation of knowledge texts on current subjects and contemporary literature 4) continuous process of word generation 5) adaptation of technology and 6) patronage. Keeping the above in view, recommendations have been made and to facilitate implementation, they are structured under different heads in this report without deviating from the terms of references of the committee.

The committee took stock of the present scenario of Sanskrit Education and decided to present a brief note as the context to view the recommendations in proper perspective.

The committee is of the opinion that the success of many of these proposals would hinge on the zeal and efforts of Sanskrit scholars in making government plans a reality. The crux of the matter as understood and acknowledged by the Committee is that the entire gamut of practically and meaningfully teaching Sanskrit through Sanskrit, making Sanskrit learning a memorable and cherished experience, bringing all current trends and developments into Sanskrit, making Sanskrit simple and popular etc. are actions that are solely dependent on Sanskrit scholars and not on Governments. The committee hopes that while Governments would play their supportive role, Sanskrit scholars would rise to the occasion and would engender change within the Sanskrit fraternity by dedicatedly walking the extra mile giving a great fillip to the development of Sanskrit.

Current Status of Sanskrit Education

Sanskrit is being taught from 1st Std. to 12th Std. as one of the optional languages in various states at various levels for various numbers of marks. If Kerala offers Sanskrit as one of the languages from first standard, about 14,000 schools affiliated to Vidya Bharati Akhila Bharatiya Shiksha Sansthan teach Sanskrit from 2nd Std. Uttarakhand offers from 3rd Std. Most of the State Secondary Education Boards offer Sanskrit as part of the Three Language Formula from 6th to 10th and as second optional language in 11th and 12th. Some states offer it as a composite course along with the mother tongue as well. It is estimated that altogether about five crore students study Sanskrit at school level.

There are about 5000 traditional Sanskrit Pathashalas at school level and about 1000 Veda Pathashalas in the country. Eight States have Sanskrit Secondary Education Board or Directorate of Sanskrit Education and the rest of the states don't have any. There is no Board for Veda Pathashalas. About three lakh students study Sanskrit in this sector.

About 120 general Universities offer Sanskrit at UG and PG level. There are 15 Sanskrit Universities. Though there are about 1000 traditional Sanskrit colleges affiliated to some of the above mentioned Sanskrit Universities, many of the Sanskrit Universities are not

empowered to affiliate colleges and many of the states have no defined Authority to affiliate traditional Sanskrit colleges. About ten lakh students study Sanskrit in this sector.

There are 10 Sanskrit Academies, 16 Oriental Research Institutes, about 60 periodicals and magazines in Sanskrit and about a hundred NGOs working for the popularization of Sanskrit.

Though most of the states offer Sanskrit at 11th and 12th for Arts stream students, a very few states offer Sanskrit for Science and Commerce stream students, even if Sanskrit is there in the scheme of studies, it is only in the papers, teachers are not provided. The same trend continues at UG and PG levels and therefore it is also one of the reasons for the present disconnect between Sanskrit and Science & Technology.

Though most of the State Boards have implemented Three Language Formula till 10 Std. and two languages at 11 and 12th, three National Boards, CBSE, ICSE and NIOS have Three Language Formula up to 8th only, two languages at 9th and 10th, one language at 11th and 12th. It is an irony that institutions under Govt. of India don't implement its own policy. Since CBSE, Kendriya Vidyalaya Sanghathan, Navodaya Vidyalaya are perceived to be the trend setters, now many State Boards have also started following CBSE, KVS and NV policy (NV has no Sanskrit at all) due to which only English and regional language are being studied at the cost of Sanskrit and Hindi, at times even at the cost of mother tongue. Not studying Sanskrit at higher secondary level impacts the number of students at UG and PG level.

It is observed that when new subjects like computer, environment science, agriculture, skills etc are introduced at Secondary level in various states, usually those subjects are offered as an option to Sanskrit and not to any other subject, and thus Sanskrit becoming a scapegoat.

It is a fact that during the British period salary of Sanskrit teachers was half the salary of the salary of the teachers of other subjects due to which Sanskrit was looked down upon for long. Even today, in most of the states, Sanskrit teachers who teach at Secondary and Higher Secondary level Vidyalayas are given Primary level teachers' salary, teachers who teach at UG and PG level Sanskrit Mahavidyalayas are given the salary of Secondary grade teachers'. Hence these Vidyalayas and Mahavidyalayas do not attract the talented teachers and students.

Until British started ruling India, secular education was imparted through Sanskrit language and Sanskrit texts and the purpose of education was knowledge and character building (*सा विद्या या विमुक्तये - saa vidyaa yaa vimuktaye*). When the British introduced English language and English education system for the purpose of administration, job opportunity became the prime criteria (ironically it became *सा विद्या या नियुक्तये - saa vidyaa yaa niyuktaye*) and the sidelining and decline of Sanskrit language and Sanskrit education became very severe and rapid. With the continuation of same policies in Independent India also, today Sanskrit graduates have the limited option of jobs as teachers. There again in most of the cases, Sanskrit teaching posts are rarely filled up once the teacher retires. Thus lesser teachers

result in lesser number of students which further impacts the job opportunities and the vicious cycle continues. Therefore the need of the hour is to create jobs for Sanskrit graduates.

School Education supplies students to Higher Education and Traditional Education. School Education provides employment for the products of the other two sectors. But the school education is the most neglected realm of Sanskrit Education.

From the time British introduced English education system in India till date; the primary objective of Sanskrit learning was and has been "to understand Sanskrit literature and to translate it into English and other Indian languages". Accordingly, the age old European method of language teaching, namely 'Grammar Translation Method' was employed in teaching of Sanskrit language. Though the whole world has discarded that method, it is being employed for Sanskrit teaching alone. As a result 1) thousands of Sanskrit books are translated which certainly helped in increasing awareness and importance of Sanskrit but, 2) people read translations, not Sanskrit 3) literature of other languages flourished, but not Sanskrit 4) Rote learning, memorizing of word declensions and the learning language through rules ended up in creating an atmosphere that Sanskrit is very difficult to learn, and as a result, 5) most of the Sanskrit teachers in the country today have studied ABOUT Sanskrit and not THE Sanskrit.

There would be about five lakh Sanskrit teachers in school education, higher education and traditional education. Since most of them are the products of the "Grammar Translation Method", while they can understand Sanskrit, most of them cannot communicate in Sanskrit, they can translate from Sanskrit to other languages but not vice versa. There are Sanskrit classes, but there is no use of Sanskrit as a 'language', there are Sanskrit departments, but there is no communication in Sanskrit as a 'language', there are Sanskrit Vidyalayas and Mahavidyalayas, but there is no environment of Sanskrit as a 'language', there are Sanskrit Universities without the vibration of Sanskrit as a 'language'. It is a different matter that due to the efforts of many NGOS and highly devoted Sanskrit teachers and Professors, there is a new trend of speaking Sanskrit in daily life, in classrooms and workplaces.

Learning Sanskrit is not like learning a new language for a student who knows any Indian language because sixty to seventy per cent of words used in most of the Indian languages are from Sanskrit. About twenty per cent of these are either original Sanskrit words or derived from Sanskrit ('tatsama' or 'tadbhava' words). The underlying structures of the sentences of most of the Indian languages closely resemble those of Sanskrit. The semantic and stylistic features of most of the Indian languages very closely resemble those of Sanskrit. Learners have already had some amount of casual exposure to Sanskrit through various occasions in families and the community.

Every foreign language is taught through the target language. Every Indian language is taught through that language. Answer papers from Nursery to PG courses of any language are written in the respective language only, never in any other language. The only exception is Sanskrit which is one of the root causes of the decline of Sanskrit.

There is a great disconnect and wide gap between Sanskrit education and main stream education. Hence there is a great difficulty in promoting interdisciplinary studies in Sanskrit institutions.

Keeping all the above factors in mind, the committee is of the firm view that it 1) will address the issues broadly at macro level and leave the micro issues to be addressed by the implementing authorities 2) will mainly focus on the issues of a) making Sanskrit teaching more attractive, relevant and rejuvenating b) Sanskrit studies blossoming with modern knowledge texts & contemporary literature and thus widening its scopes as a vibrant living language c) opening new horizons of research, innovation and creation for Sanskrit students and d) broadening the avenues for of both employment and employability of Sanskrit graduates.

Vision

Sanskrit coexisted with and complemented the regional languages from time immemorial, and it was a major uniting force of India. This has to be strengthened further.

Sanskrit literature was a great contributor to the all-inclusive character of India and there need to reinforce that aspect by popularizing Sanskrit.

Sanskrit can be best promoted not by making it compulsory which is an anathema and counter- productive but by making it one of the optional languages on par with 8th Schedule languages at all levels. Today's students are intelligent in deciding what language to choose.

Sanskrit was the language of Science, Technology, Medicine, Mathematics, Law, Economics, etc. Sanskrit was a 'laboratory' though unfortunately it has become a 'temple' now. The need of the hour is to probe and investigate Sanskrit, not worship it, not bring emotion to Sanskrit but rational thought process. As Maharshi Aurobindo had said, Vedas are an issue of contemplation, the secular Sanskrit literature need to be explored, researched and experimented. It has to be evaluated critically. There is need for a bridging of both ancient and modern, and a synthesizing of all the great thoughts of both east and west.

पुराणमित्येव न साधु सर्वं न चापि काव्यं नवमित्यवद्यम् ।
सन्तः परीक्ष्यान्यतरद् भजन्ते मूढः परप्रत्ययनेयबुद्धिः ॥

Puraanamityeva na saadhu sarvam, na caapi kaavyam navamityavadyam I

Santah parikshyaanyataradbhajante, mudhah parapratyayaneyabuddhih II

-Maalavikaagnimitram, 1-2

(Everything is not great just because it is ancient. Nothing is bad just because it is modern. Intelligent people take things after properly examining it. Idiot simply believes what others say)

Mahatma Gandhi, in his numerous letters to his sons, had emphasized the need to learn Samskit. Without the knowledge of Sanskrit, in his opinion, education of an Indian would be incomplete. Swami Vivekananda in his letters addressed to various dignitaries and his Shishyas categorically reiterated the need of Sanskrit and its usefulness. Every effort should be made to make Vivekananda's and Gandhi's vision a reality.

Dr Bhim Rao Ambedkar along with Mr. Naziruddin Ahmed etc. was a signatory to the draft amendment motion to declare Sanskrit as official language of India. When it was moved in the Constituent Assembly, Dr Ambedkar and Pandit Lakshmikant Maitra demonstrated how Sanskrit can be spoken easily by actually conversing in Sanskrit. Now is the time to make every Sanskrit student of India speak Sanskrit.

Change in Sanskrit teaching methods has to be brought in gradually. Since teacher training and their preparedness is crucial for 'Teaching Sanskrit through Sanskrit', Trainers' Training, Teacher Training and Material Production on the lines of new methods and approaches to language teaching may be done in a massive scale in the next three to four years along with some pilot projects in some selected schools in every state as first phase. Following that, the new method and the new text books could be introduced in all the schools year by year in the following six to seven years as second phase.

In order to implement the recommendations of this committee, all the Sanskrit Institutions and various Departments may have to reprioritize their academic and other activities for the coming ten years. There has to be a continuous monitoring system of the progress made in this regard preferably once in six months.

In ten years from now, it is desired that 1) every Sanskrit student would be conversant and fluent in Simple Standard Sanskrit and answers would be written in Sanskrit 2) the integration of modern subjects like Science, Social Science, Economics, Mathematics, etc. with Sanskrit and vice versa would be complete 3) the research in Sanskrit would usher in a new era 4) a corpus of knowledge texts in all branches of knowledge either translated to Sanskrit or written in Sanskrit would be available 5) Sanskrit would find its rightful place in spheres other than Education as well.

Recommendations for School Education

1. Status Report

a) NCERT may be asked to submit a status report within three months on the implementation of Three Language Formula in Secondary Schools and Two Language Formula in Higher Secondary Schools in all the Secondary & Higher Secondary Education Boards. Further, it may indicate in its report the following - 1) which are the three languages offered 2) from which class to which class 3) for how many marks 4) how many periods are allotted to Sanskrit and other

languages in a week 5) at Higher Secondary level, whether Sanskrit is being offered for students of all the three streams i.e. Arts, Science and Commerce

b) NCERT may collect data of the number of sanctioned posts of teachers in every state, number of posts filled and the number of vacant posts in all the Government schools, Aided schools and Private schools.

c) NCERT may prepare a status report of the Text Books of all the classes of all the States on the following issues: When were the existing Text Books of Sanskrit prepared? How many times these Text Books were revised and when they were last revised? What are the innovative designs included during the last revision?

d) NCERT and SCERTs may be asked to involve PG Departments of Sanskrit, Sanskrit University of their region and NGOs, who have been working to popularize Spoken Sanskrit and Teaching Sanskrit through Sanskrit, in the process of preparing and revising Text Books, for teaching Sanskrit through Sanskrit and in the stupendous task of teacher training.

e) NCERT and SCERTs may ensure that free tutorials for all Sanskrit text books are available online. This will help the students of Sanskrit to utilize the online resource as well in understanding their course contents and Sanskrit language in a constructive and encouraging environment.

f) NCERT may make a study of all the Sanskrit text books of all the States and prepare a list of common vocabulary used in all of them. Based on the study and inputs from the experts, a primary list of minimum standard vocabulary in Sanskrit for the purpose of text book writing may be drawn up. Further, Simple Standard Sanskrit (SSS), conceived on the lines of 'Basic English', comprising of minimum vocabulary and minimum structures, may be evolved for the purposes of using Sanskrit as the medium of instruction and communication.

2. Sanskrit may be offered in all Groups in class 11th and 12th

Sanskrit may be offered in Higher Secondary schools in all Groups with various combinations such as Arts, Commerce, and Science etc. Further, in Science Group students are to be encouraged to opt for Sanskrit, so that they can appreciate the language and involve themselves in research activity later. Now since Sanskrit is not offered in Science stream, Ayurveda colleges do not get students with both science and Sanskrit. MHRD may issue a directive to all the States and to CBSE, ICSE, NIOS, KVS and NV in particular, in this regard.

3. Teaching Sanskrit through Sanskrit

Sanskrit is still being taught through the age old European method called Grammar Translation Method though this method has been discarded by all. This method is suitable only when the objective of Sanskrit learning is for understanding Sanskrit literature and translating it into other languages. But today Sanskrit needs to be taught as a vibrant living language and as an effective medium of communication. The objectives are not just appreciating ancient literature but creating contemporary literature as well. Hence the need is to change the method, text books and

evaluation system. Teaching Sanskrit through Sanskrit means making teaching method of Sanskrit more 'eclectic' by adopting all the modern methods and approaches to language teaching in order to make Sanskrit learning easy, enjoyable and effective.

Since all the Sanskrit teachers of today are the products of Grammar Translation Method, with very few exceptions of those who studied in traditional and modern streams, most of them do not have the communicative skills in Sanskrit. Hence they will be the toughest roadblocks in the much awaited and desired endeavor of reforming Sanskrit education. When Direct Method of English teaching was first introduced in place of Grammar Translation Method in the year 1920 by the then British Education Council, all the English teachers in Europe and colonial countries opposed it because the teachers themselves were not able to speak English. Then the Council had to conduct orientation programs for teachers of Grammar Schools continuously for four years after which the Direct Method came into practice. Further, it is found in many places that the teachers, in order to hide their own lacuna, give the easiest excuse that the students are not serious learners, they take Sanskrit only for marks, etc. Hence the training of Sanskrit teachers is of utmost priority and may be taken up in a massive scale.

For implementing Sanskrit through Sanskrit in a phased manner the following measures are to be taken immediately:

1. A master plan to train five lakh Sanskrit teachers in next three to four years under the Madhyamik Shiksha Abhiyan and Sarva Shiksha Abhiyan
2. Developing Bridge Courses for teachers and students
3. Text Book revision in all the States
4. Sensitizing programs amongst Sanskrit teachers and students regarding the need for Teaching Sanskrit through Sanskrit.
5. A few pilot projects in every State in 2016 -2017
6. Ample production of print, audio, video, digital, online learning tools for both Sanskrit teachers and students

4. Inclusion of Indian Knowledge systems in the respective subject text books

Indian Knowledge available in Sanskrit may be included in all the subjects in school education such as Science, Mathematics, History, etc. For this purpose, a panel of experts may be drawn by the NCERT and the contents may be identified. NCERT may include these contents in the concerned subjects to make the learner appreciate the Indian Knowledge and further get into that subject for deeper study and research. State Boards may also be instructed to take the similar measures.

5. CBSE, ICSE, NIOS, KVS and NV may be asked to strictly Implement Three Language Formula till the last year of Secondary Education and Two Languages at Higher Secondary level

Though most of the State Boards have implemented Three Language Formula till 10th Standard and Two languages at 11th and 12th, the three National Boards, CBSE, ICSE and NIOS and as a result KVC and NV have Three Language Formula up to 8th only, two languages at 9th and 10th, one language at 11th and 12th. It is an irony that institutions under Govt. of India don't implement its own policy. State Boards have also started that trend resulting in only English and regional language being studied, at the cost of Sanskrit and Hindi, and in some places, even the mother tongue. Not studying Sanskrit at Higher Secondary level impacts the number of students at UG and PG level. Hence a direction may be given to these Boards to strictly implement Three Language Formula till the last year of Secondary Education i.e. up to 10th and two languages at 11th and 12th.

6. **Sanskrit Methodology in BEd and DEd in Sanskrit**

   NCTE within its purview may instruct the educational institutions to offer Sanskrit Methodology as one of the papers among methodology papers. This will be of great help to prospective Sanskrit teachers to get admission in their own region.

   D.Ed in Sanskrit – There is a demand from various States that offer Sanskrit as a language at the Primary level for qualified, trained Sanskrit teachers but such a DEd training program is not available. Hence MHRD may instruct NCTE to frame guidelines for Sanskrit DEd programs, so that Government and Private Institutions may come forward to run such courses. This will help in getting qualified and trained Sanskrit Primary Teachers.

7. **National Institute of Open Schooling (NIOS) courses in Sanskrit medium**

   NIOS has a strong base in the Secondary Education sector. It has designed and developed various Secondary Education programs in English, Urdu and Hindi medium. If NIOS launch such programs in Sanskrit medium, there is scope of it being pursued by a number of learners. This will also solve the issue of recognition of traditional learners who undergo Sanskrit studies under traditional stream as they can get enrolled for Secondary Education as well. Already available materials are to be translated into Sanskrit and so, with minimum efforts, this objective can be achieved.

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Recommendations for Higher Education

General Education

1. **"Sanskrit through Sanskrit"** – Since the advent of English education in India from the British period, Sanskrit suffered because of the adoption of Grammar Translation Method of teaching as detailed elsewhere in the report giving rise to many aberrations, the net result of it all being that students of Sanskrit read more ABOUT Sanskrit, rather than THE (Language) Sanskrit and mostly became ignorant of and

unable to communicate in Sanskrit. This can and needs to be changed by reverting to teaching Sanskrit only in Sanskrit.

The status quoits teachers fear that any change in teaching method would result in decrease of students. Moderates say that the number is even otherwise decreasing and Sanskrit departments are being closed, and hence, it is better at least to preserve and popularize THE Sanskrit by teaching THE Sanskrit. Defenders of Grammar Translation Method argue for the need of proper understanding of literature and Shastras rather than THE language. All of them give the excuse of poor standard of students who opt for Sanskrit. Blaming external factors would not give solutions for internal problems. If a question is asked whether "content" is more important or a "container", the answer would naturally be "both". But since the container was discarded or neglected for the last two centuries, content too is vanishing at an alarming speed.

People are asking when examinations of UG and PG courses of Hindi, English, Marathi, etc. are written in the respective languages why Sanskrit students write in languages other than Sanskrit. Why not in Sanskrit? When in other languages students are taught to speak and write in those languages within a year, why not in Sanskrit? This is high time to change the way Sanskrit is being taught.

The committee recommends that UGC may take a policy decision at national level in this regard and may write to all the universities that "Sanskrit through Sanskrit" may be implemented *in a phased manner* starting from 2016 – 2017 with the target to achieve the objective in five or eight years period and every university may conduct two weeks' workshop to all its Sanskrit faculty members for developing Bridge Course for students, for discussing appropriate teaching methods and for enhancing their own communicative skills in Sanskrit. This task will greatly be aided by the efforts to put together a Simple Standard Sanskrit, described in an earlier part of this report.

2. **Sanskrit for Science and Commerce students** - Sanskrit should be included as optional language in the UG programs of science and commerce and other disciplines

3. **Research in Sanskrit Medium** - M.Phil, M Ed and PhD should be offered in Sanskrit medium and thesis or dissertations should also be written in Sanskrit.

4. **Refresher Courses** - Orientation/Refresher courses in Sanskrit may be redesigned to enhance language competence and communicative skills in Sanskrit. The present scheme is completely content oriented.

5. **Inclusion of Indian knowledge** - Indian knowledge component available in Sanskrit works in corresponding modern subjects like Mathematics, Physics, Chemistry, Life Sciences, Engineering and Technical subjects may be included in the respective subjects

6. **PG departments in the Universities** - PG departments in the Universities may-

1. Give attention to make Sanskrit learning popular in the campuses by offering evening courses in Sanskrit.
2. Offer soft and elective courses of Sanskrit under CBCS to the students of all the faculties
3. Make efforts to improve curriculum, instruction method and teachers training of Sanskrit at UG and school level in the range of universities jurisdiction
4. Undertake projects for creation of new knowledge by translation of modern texts into Sanskrit and publicizing them in Bharathvani portal
5. Take up projects to edit and publish the rare and unpublished Sanskrit manuscripts
6. Employ the students and scholars under "Man-e-script mission" project for e-content creation of Manuscripts by keying in the text into Unicode
7. Encourage research scholars to take Manuscript editing work as part of their research in M.Phil and PhD.
8. Create course content and offer Sanskrit programs for certification in MOOC
9. Modify and update the syllabi in tune to the need of the modern times
10. Advise the students to take the research topics relevant the current to social, economic, political and scientific issues.

Sanskrit Universities

1. Create the environment of Sanskrit in the campus
2. "Shastras in Simple Standard Sanskrit" - teach Shastras in Simple Standard Sanskrit that will make students to comprehend the concepts easily and to gain confidence in their subjects
3. Offer new UG and PG courses in modern subjects like History, Social sciences, Humanities, Mathematics, Yoga, etc and also in Science and Commerce streams in Sanskrit Medium on the lines of Tamil University, Urdu University, Hindi University, etc.
4. Design and offer new courses within Sanskrit realm like BSc and MSc with the combinations in Yoga, Ancient & Modern Mathematics, Economics, Management, Law etc.
5. Bridge courses in spoken Sanskrit may be offered for novice students to pick up the language at all entry levels
6. M.Phil, M Ed and PhD should be offered in Sanskrit medium and thesis or dissertations should also be written in Sanskrit.
7. Redesign of Orientation/Refresher courses in Sanskrit to enhance Sanskrit language competence, communicative skills and pedagogy of teaching of Shastras disciplines
8. Give attention to make Sanskrit and Shastra learning popular in the surroundings areas by offering evening courses
9. Offer soft and elective courses in modern core subjects like Mathematics, Logic, Psychology, Social Work, Management, Technology etc., under CBCS.
10. Make efforts to improve curriculum, instruction method and teachers training at UG and school level in Sanskrit through workshops as part of Extension Programs in the model of EFLU programs
11. Undertake projects for creation of new knowledge by translation of modern subjects and scientific texts into Sanskrit and publicizing them in Bharathvani portal
12. Take up projects to edit and publish the rare and unpublished manuscripts

13. Employ the students and scholars under "Man-e-script mission" project for e-content creation of Manuscripts by keying in the text in Unicode
14. Encourage research scholars to take Manuscript editing work as part of their research in M.Phil and PhD
15. Create course content and offer programs for certification in MOOC
16. Change the syllabi in tune with the need of the modern times without leaving the core of Shastric disciplines
17. Advise the students to take the research topics relevant to current social, economic, political and scientific problems
18. Preparation of reading material for classics / Shastric texts in Simple Standard Sanskrit and e-publication of the same
19. Introductory courses in various Shastric disciplines be offered through MOOC
20. Provision may be made to allow the students to earn simultaneous degree in Sanskrit
21. Initiate collaboration with IIITs, NITs, and labs nearby in order to undertake scientific studies involving relevant material in Sanskrit
22. Offering courses for foreign students – establish a special center.
23. Developing and offering online graded courses for learning Sanskrit with interface facility with or without a provision to obtain a certificate/diploma/degree

Research sector

1. An online inventory of Research may be created with complete information about the Research Projects undertaken by various agencies so far. Any one institution may be authorized in this regard along with a technical institution to carry out the inventory.
2. Promotion for Interdisciplinary research involving modern streams and Shastras.
3. Establishing Interdisciplinary study centers in Central Universities involving Sanskrit and Physics, Chemistry, Botany, Agriculture, Environment etc.
4. Starting collaborative efforts with scientific labs and Sanskrit institutions on relevant knowledge in Sanskrit texts.
5. Focus on environmental studies, gender issues, ethics, social sciences, life sciences etc
6. Fellowships/faculty position for new research programs

University Gants Commission

1. Special Action Plan to bring change in teaching methodology and evaluation system by adopting Sanskrit through Sanskrit.
2. One-Time Infrastructure Grants for new Sanskrit Universities in different states
3. UGC and NAAC may set up a separate set of norms for grants and accreditation purposes for Sanskrit Universities/Institutions
4. All Sanskrit Universities may be considered and encouraged for special grant for starting new courses for skill development irrespective of their status
5. Bringing change in Orientation and Refresher courses in Sanskrit and Shastric disciplines
6. Allowing earning of simultaneous dual degree programs in Sanskrit as well as modern

disciplines

7. Special grants for program for Sanskrit Universities to introduce modern subjects to the faculty and students by visiting professorships and fellowships
8. Introducing optional/elective papers on Indian Knowledge Systems in UG & PG level programs
9. Insisting for a fair degree of knowledge of Sanskrit for Degree and Post-graduate courses in certain disciplines like Philosophy, History and Archeology etc.
10. Special grants for Post Doctoral Fellowships for Scholars in Sanskrit Institutions
11. Special grants for establishing 'Simple Spoken Sanskrit Centers' in all the general Universities and colleges as it was done in 2001 by UGC
12. Initiatives and support for implementing all the recommendations under the above sub headings – General Education, Sanskrit Universities and Research Sector
13. A special committee to foresee the effective implementation of the above recommendations

AICTE

1. Offering Elective courses in Sanskrit for credits
2. Institution of Fellowships/ Teaching positions for Sanskrit scholars in technical institutions for the purpose of Research and Teaching
3. Inclusion of Indian knowledge systems in the respective modern subjects
4. Collaborative research projects with Sanskrit Universities and Sanskrit NGOs
5. Sponsoring workshops and seminars on 'Shastras and Sciences'

ICPR, ICHR and ICSSR

In all the above Councils which are under MHRD a full-fledged Sanskrit cell is not only desirable but also necessary to interact with the scholars who are experts in corresponding western theories and doctrines with a directive to interact effectively in their fields of research

National Book Trust

Due to the efforts of various NGOs and Sanskrit teachers all over India, now there are lakhs of students and people of all age groups who do use Sanskrit in their daily life. There are thousands of children whose mother tongue is Sanskrit. Since all of them are looking for reading material in simple Sanskrit on modern subjects and contemporary society NBT may publish books in Sanskrit as well.

IGNOU and other Open Universities

IGNOU and other Open Universities may design, develop and offer graded Sanskrit language learning courses under their programs and also offer online courses in Sanskrit. MHRD and UGC may issue circulars in this regard to all the State Open Universities to offer need based courses in Sanskrit as part of other graduate and post graduate programs and also to offer Sanskrit and allied subjects under CBCS

IITs, NITs, IISERs, IIITs, IISc, Central Universities and AICTE approved technical colleges

A Sanskrit cell may be created in all the IITs, NITs, IISERs, IIITs, IISc, Central Universities and

AICTE approved technical colleges in order to facilitate study of Science and Technology in Sanskrit literature and inter disciplinary study of various modern subjects and its corresponding subjects in Sanskrit literature. Atharavaveda, Vaisheshika Darshana etc. are, it is acknowledged, the treasure house of scientific concepts which are hitherto studied from Science point of view. There are hundreds of works like Siddhanta Shiromani, Vriksha Ayurveda, Upavana Vinoda, Mayamatam, etc. to name a few, which are of great relevance in the context of research and innovation. The proposed cell should also offer various types of Sanskrit Courses for the students in the campus for credits.

Recommendations for Traditional Education – School level

1. **Sanskrit through Sanskrit**

   Communication in Sanskrit is both means and end in Sanskrit vidyalayas, means as a teaching tool and end as a result. It is a well acknowledged fact that mastery over a language cannot be achieved unless a person learns it through that language since language learning is a skill. In particular, if it is traditional learning system, teaching "Sanskrit through Sanskrit" is inevitable to get the command over Sanskrit since the students have to study Shastras later through Sanskrit commentaries only. A change in the mind set of Sanskrit teachers as well as learners is very much required in this regard. Sanskrit should be the language of Sanskrit vidyalayas both formally and informally. Every student of traditional Sanskrit schools should blossom out with the fragrance of simple chaste Sanskrit. Every Sanskrit teacher should be a 'loud speaker' of Sanskrit as a language. Every traditional Sanskrit school should reverberate with Sanskrit speech.

2. **Teacher training** –1) Onetime special training in conversational Sanskrit, 2) Permanent centers for in-service training of Sanskrit teachers

   The confidence of the Sanskrit teachers is to be built up for making Sanskrit as a language of classroom and staffroom. They have to be equipped with skills and tools to become better language teachers. For this purpose, communicative skills in Sanskrit and language teaching skills are to be imparted to Sanskrit teachers by a special and well thought out training program under Madhyamik Shiksha Abhiyan.

   Further, there must be a centre for in-service Sanskrit teacher training program in each district with all necessary facilities. MHRD may establish such centers in all districts and those centers can be run through DIET or any such agency identified by the Government.

3. **Curriculum revision, importance to language skills, communication, that too more and more writing in Sanskrit in particular**

   This is very important task to be implemented for making Sanskrit learning more attractive and learner-friendly.

4. **Compulsory computer education to all Sanskrit students and teachers – graded courses for the same**

To cope with the present situation and learning environment, it is necessary that all the Sanskrit teachers and learners are introduced to computer applications. Though in some Sanskrit Universities this is made compulsory as part of their curriculum, it was not implemented as required nor it percolated down to Sanskrit Vidyalayas and Mahavidyalayas. A graded syllabus and a scheme for this purpose may be developed and implemented.

5. Direction to State Boards with regard to the above four items

Above mentioned four action plans could be implemented successfully, only if all the agencies concerned with education under MHRD and States involve themselves in this task. MHRD may issue directions in this regard to Sanskrit Institutions functioning under it and advisory to the States.

6. Central Board of Sanskrit Secondary Education for conducting examinations, affiliating Pathashalas and for giving grants

There are Sanskrit Pathashalas across the country. Their traditional education has neither recognition nor they are aware of recognition issue. It is very necessary to protect traditional learning and make the learning duly recognized by an authority. For this purpose, the committee strongly recommends that MHRD may establish a Central Board of Veda and Sanskrit Secondary Education that will affiliate, conduct exams, and make available the grant-in-aid etc. This will be an independent body under MHRD with appropriate authority.

7. Model Sanskrit Medium Schools in every state to impart modern education along with traditional education through the medium of Sanskrit

Sanskrit was the medium of instruction for various branches of knowledge, secular subjects in particular, before the advent of the British introduced English education system in India. For more than a century there was a school system called 'Oriental Schools' that continued even till recently in some states where three Sanskrit subjects were simultaneously taught apart from five subjects of modern stream curriculum. Keeping the synthesizing of the ancient with the modern, and also of east and west in view, the committee recommends establishing a model school in each State, where, in addition to Sanskrit, other modern subjects which are taught in the present day primary and secondary education will also be taught through Sanskrit medium. This scheme is very much essential for the following reasons – 1) for the development of Sanskrit as a language 2) for enhancing the employability of Sanskrit students and 3) for integrating Sanskrit with mainstream. This task may be entrusted to the proposed board allocating sufficient fund.

Direction to states to give salary on par with teachers of modern education

Sanskrit teachers in Traditional sector are not paid on par with other subject or language teachers of the same cadre in modern streams in most of the States. MHRD

may instruct the States to pay salary corresponding to their counterparts of the same cadre prescribing essential standard and qualifications for the Sanskrit teachers in traditional schools and colleges.

8. **Identify one agency in every state for material production in Sanskrit for bringing in new content and new orientation in Pathashalas**

   Teaching is ever changing process. One cannot stick to one method or material forever. To make learning fun and attractive, teaching and learning materials are necessary. In other subjects and languages, there is a continuous effort for the production of learning material. Some premier Universities have the department of Material Production solely devoted for this purpose. One agency in each State may be indentified for this task. This agency may be a traditional Pathashala, University, or even an NGO.

9. **One All India centre to train Sanskrit teachers on modern methods and approaches to language teaching**

   Language teaching has seen many changes in its pedagogical aspects. As Sanskrit teachers are not exposed to these changes or not aware of these, still adopt the one method which is treated as obsolete. One National Centre of Sanskrit Teacher Training may be established under any one of the Central Universities or any other appropriate Body.

Recommendations for Traditional Education – College level

1. **Sanskrit through Sanskrit**

   Today students of Sanskrit Mahavidyalayas are not able to properly comprehend higher texts of Shastras because they lack proficiency in Sanskrit. Therefore Sanskrit through Sanskrit alone will make Sanskrit education fruitful. Learning language through translation will not take the students anywhere. Good command in Sanskrit will make the student confident even to swim against the current. Sanskrit language competency alone can make him/her suitable for unraveling the hidden knowledge in Sanskrit. Hence teaching Sanskrit through Sanskrit is essential for both preserving and promoting Shastras and for opening up Sanskrit to newer frontiers of knowledge.

2. **Teacher training** –1) Onetime special training in teaching conversational , 2) Permanent centers for in-service training

   As recommended in traditional school education, at college level also Sanskrit conversational skills and language teaching skills are to be imparted through a onetime training program. Further, permanent centers for continuous in-service training are also to be established by the UGC or directly by the MHRD or in any one of the Universities with proper infrastructure and human resource.

3. **Curriculum revision, importance to language skills, communication, that too more and more writing in Sanskrit in particular**

These are very much necessary for any higher education institute. There must be continuous efforts in revising curriculum, imparting language skills, and communication. More contemporary writing in Sanskrit is to be encouraged. The UGC and MHRD may issue directions in this regard to all the Sanskrit Universities or concerned authorities.

4. **Compulsory computer education to all Sanskrit students and teachers – graded courses for the same**

An introduction to computer applications, artificial intelligence and natural language processing may be made compulsory in all higher education organizations.

5. **One All India centre to train Sanskrit teachers on modern methods and approaches to language teaching**

MHRD or the UGC may establish one National Center for Sanskrit Teacher Training for imparting in-service as well as short term training programs.

6. **Direction to states to give salary on par with modern education**

The very same issue, as in the traditional Sanskrit schools, of anomaly in salary is faced by the teachers traditional Sanskrit colleges, with UG level teachers getting Higher Secondary grade salary and PG teachers getting UG level salaries. Government may issue directions to all the States to implement equal pay for equal cadre. Teachers may be given a chance within a prescribed time limit to qualify themselves for the minimum criteria for on par salary.

7. **Introducing modern subjects through Sanskrit, starting new courses**

To make Sanskrit popular and acceptable, it is necessarv to offer modern subjects through Sanskrit medium. Traditional institutions may launch new courses on History, Psychology, Economics etc., in Sanskrit medium. This will make Sanskrit, a language of natural communication apart from increase job opportunities to Sanskrit students.

8. **Two centers exclusively for Sanskrit under Madan Mohan Malaviya Mission for Teachers & Teaching**

MHRD may direct MMMMTT to have at least two centers exclusively for Sanskrit training and teaching out of the many centers proposed to be set up under this scheme. This will highly benefit the Sanskrit teachers to enhance their teaching skills.

9. **Special provision to affiliate Sanskrit colleges in the states where there is no Sanskrit University or no scope for such affiliation**

Presently there are Sanskrit colleges that face affiliation issue. In the States having Sanskrit universities, colleges face no problem in affiliation. But there are a number of States where there is no Sanskrit University. In those States Sanskrit colleges suffer a lot for recognition, syllabus revision, exam related issue etc. A special

provision may be made to affiliate such colleges to any one of the Central Deemed to be Universities or the nearest University.

10. **A cell at All India level to monitor the progress and annual performance audit of improvisation of Sanskrit education in the traditional sector**

MHRD may constitute or establish a National Performance Appraisal Cell of Traditional Institutions. This cell will conduct academic audit and assess the performance of the traditional institution, suggest remedial measures for improving quality and to rank such institutions on the basis of their performance.

Recommendations for Veda Vidya

Maharshi Sandipani Rashtriya Veda Sanskrita Vidya Parishat (MSRVSVP)

1. The committee is of the opinion that the primary level of Vedic and Sanskrit studies should be inspiring, motivating and joyful. With regard to Sanskrit Pathashalas it is desirable to give greater importance to the use of Sanskrit more and more in order to eventually evolve Sanskrit as the medium of instruction in the coming years. It is also desirable to include subjects of modern education into Vedic and Sanskrit Pathashalas in a balancing way. The course content of these Pathashalas should be designed to suit to the needs of the contemporary society and also for finding solutions to modern problems using ancient knowledge.
2. With regard to Veda Pathashalas it is felt that they need further standardization of recitation skills along with introduction of graded material of Sanskrit and modern subjects so that the students can ultimately reach the point of studying Veda bhashyas. Due emphasis may also be given for the study of Vikriti Patha of Vedas at an appropriate level. The members have also expressed their concern that the Vedic recitation studies are not uniformly spread all over India, therefore due steps may be taken to improve the situation without in anyway interfering with regional variations of recitation styles and teaching method of Vedic recitation.
3. The committee took note of various forms of Gurukulas which follow Artha parampara. The committee also took note of Gurukulas in Shramana Parampara. It is felt that, in all these Gurukulas, content of modern subjects should also be introduced in a balanced way.
4. The committee observes that the examinations conducted by these institutions should have legally valid recognition enjoying parity with modern system of education like CBSE. Further it is emphasized that these institutions be provided with substantial financial support not only for teacher's salary and scholarship for students but also for infrastructure and library development. Hence, MHRD may establish a Board of Examinations for standardization, affiliation, recognition, authentication of the above said traditional forms of school level education, which

will also help to lay proper foundation for the growth of traditional knowledge systems and undertaking new and innovative contemporarily relevant programs in these traditional educational institutions.

5. Since Veda and Sanskrit are inseparable and complementary to each other and since the recognition and affiliation problems are same for all the Veda Pathashalas and Sanskrit Pathashalas throughout the country a Board may be constituted for both together. The Maharshi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain may be given the status of Board of Examinations with the following name "Maharshi Sandipani Rashtriya Veda Sanskrita Vidya Parishat" (MSRVSVP) with headquarters in Ujjain which will continue all programs and activities which were being conducted hitherto in addition to being a Board of Examinations.
6. The proposed Board will hold VIII, X and XII standard examinations and award certificates in all the above said streams of traditional school education. It will also help standardization of traditional education and appropriately blending with modern and contemporarily relevant subjects.
7. It is worth recalling here the unique provisions incorporated in the MoA of MSRVVP as desired and directed by His Holiness the Paramacharya Sri Chandrashekharendra Saraswati Swami ji of Kanhi Kamakoti Peetham and the kind of importance attached by him to the Shabdaraksha parampara of Vedic studies and unique, age old practices of Acharyas, students and organizers of Vedapathashalas which are termed as Sadachara being passed on from generation to generation. It may be noted that only because of this kind of Vedic studies and practices oral transmission of Vedas has received the recognition as World Oral Heritage from UNESCO. Therefore, due emphasis be given to maintain the purity and integrity of the centuries old tradition of Shabda parampara of Vedadhyayana.
8. The proposed Board is recommended to have number of faculties for each one of above said different forms of traditional knowledge systems, namely 1) Shabda Parampara Veda Pathashalas, 2) Artha Parampara Veda Pathashalas 3) Sanskrit Pathashalas 4) Shramana Parampara Pathashsalas 5) Gurukulas.
9. In addition to supporting and developing the existing types of pathashalas, the proposed Board is recommended to evolve a few new types of pathashalas such as 1) Pathashalas with Veda and Sanskrit as major subjects and modern subjects as minor, 2) Modern subjects as major and Veda/Sanskrit as minor 3) Schools of general education courses through Sanskrit medium 4) Evening schools of Veda/Sanskrit which are the compelling and sustaining needs of Veda Sanskrit Education. It is strongly felt that these steps would herald a new era in Veda Sanskrit Education.
10. The proposed Board in addition to conducting the above said examinations will also have different departments at its headquarters to take care of 1) In-service training of the teachers of these pathashalas 2) Pedagogy department for designing and conducting of D.Ed and B.Ed equivalent courses in the above said subjects 3) A department devoted for the preservation, propagation and development of various

methods for the teaching of Vikriti Pathas, Varnasarakrama, Vedangas etc 4) Research, Material production, Editing and Publishing departments. These four types of works are non-existent today anywhere in the country.

11. The Committee feels that the proposed Board will go a long way in all round development of existing pathashalas and in undertaking efforts to evolve innovative and experimental development of the pathashalas. It will also work as catalyst in evolving alternative Indian knowledge based school education parallel to the model of modern school education

12. The Committee recommends for providing financial support in the form of grants for recurring and non-recurring expenditure of all the above pathashalas more generously with a view to let the board discharge its responsibility towards development of indigenous knowledge systems. In this connection, numbers shall not be the criteria but the knowledge and its perceived contribution for the humanity should take primacy.

13. The committee also recommends that those who impart Vedic knowledge to their kin at home which is traditionally called "Niyamadhyayanam" should also be supported.

14. Further the committee recommends that all the available Vedic knowledge system, oral and written should be made available on line for public access.

15. It is felt that the temple rituals and architecture are at the verge of extinction. The proposed MSRVSP may take up this task and offer regular courses on this traditional knowledge system and also organize short term training programs. A list of authorized or licentiate experts in this field may also be made available online.

Measures for preservation, propagation and sustenance of Veda Vidya

Vedas are the treasure house of knowledge and regarded as the foremost ancient literature available on Earth. They are transmitted till now through oral tradition under Guru Shishya system of fool proof and time tested method. It is our duty to preserve, conserve and develop the oral tradition of Vedic studies and for that various activities, such as support traditional Vedic Institutions and Scholars, provide fellowships, undertake production of audio/video tapes, etc. are needed. This system of oral transmission is to be protected and the tradition of intonation and recitation through the human agency must be preserved. Facilities should be provided for research to students with the background of Vedic knowledge to equip them with sufficient grounding in scientific and analytical methodology, so that scientific information contained in the Vedas, particularly in disciplines like Mathematics, Astronomy, Meteorology, Chemistry, Hydraulics, etc. could be linked with modern sciences and technology and a rapport established between them and modern scholars. For this purpose, existing Veda Pathashalas and research institutions engaging in Vedic research will require to be supported.

A special attention needs to be paid towards various Shakhas and particularly those that are at the verge of extinction. For this purpose, Human Repositories are to be indentified and

supported. A Knowledge Storehouse of information about the state of textual material, printed manuscripts, texts, commentaries and interpretations etc., is to be created, wherein information about the present state of recordings both audio and visual available in the country is available. Academicians and researchers should be encouraged to take up research in the knowledge contained in Vedic texts and Vedic literature from the earliest time of Vedic period to the present day, in areas of science, agriculture, technology, philosophy, yoga, education, poetics, grammar, linguistics and Vedic tradition with sufficient support in terms of physical infrastructure and man power.

Recommendations for Schemes for Development of Veda Vidya

A) Existing schemes for the Development of Veda Vidya

1. **Preservation of Oral Veda Tradition through various means such as recording, digitization etc.**
2. **Financial Assistance to Veda Pathashalas**

These existing schemes may be continued. However, a number Veda Pathashalas may be increased for assistance. Establishing of new Pathashalas may be encouraged in rare shakhas.

3. **Parampara Adhyayana Scheme**

Financial assistance to Veda tradition where parental Veda Adhyayana takes place through Father, Grand Father (both Paternal and Maternal) and Uncle (both Paternal and Maternal). Exam through rigorous Shalaka Parikasha. Exam through the proposed Secondary Board. On successful completion each Antevasin may be paid a sum of Rs. One lack in line with TTD scheme.

B) New schemes proposed

1. Digitization of Veda Oral Tradition - Under this scheme, following activities may be undertaken

1) Pooling of scattered digitization efforts and undertaking of digitization of the hitherto non-digitized Shakhas
2) Execute done through Agency or through NGOs,/Organizations/Institutions both formal and non-formal
3) Maximum aid may be fixed 80% of the project cost if undertaken by an Agency
4) Actual expenditure if undertaken by Government agency

2. Grant for Publications - Assistance for Publications related to Veda is proposed under this scheme

3. Assistance for Popularizing Vedas - Publications as booklets will be encouraged under this scheme

4. Vedas to Society - Under this scheme taking Veda wisdom to the society at large in a planned manner will be encouraged

5. Preserving Vikriti Pathas - Under this scheme Veda Pathis will be encouraged to pursue Various Vikriti Pathas. Under this scheme digitization of Vikiriti Pathas will also be done

6. Preserving Varnasaara Krama - This area of study is almost on the verge of extinction and therefore requires encouragement and support. Vedapathis will be given rigorous training in this area

7. All India Vedic Competitions - Under this scheme an all India Vedic competitions will be organized in various shakhas on different aspects, from State level competition to National level with attractive prize money to provide fillip to learning Veda.

Recommendations for Schemes for Development of Sanskrit

A) Existing Schemes

Govt. of India, is implementing several schemes through the nodal agency Rashtriya Sanskrit Sansthan, New Delhi for the last three decades or more. While this committee agrees on the usefulness of all the Schemes and supports their continuance, this committee is of the considered view that the following steps need to be taken to make the schemes more meaningful and effective.

1) With regard to the schemes involving payment of honorarium, an upward revision by a minimum of 50% to a maximum of 100% of amount of honorarium is recommended because 1) honorarium was very nominal from the very beginning 2) was not reviewed for long 3) is disproportionately low compared to other schemes
2) With regard to the schemes providing human resource it is recommended --
   a. If such position is of the school level, consolidated emoluments may be fixed at par with pay and DA of corresponding level teachers working in the schools under Central Government.
   b. If such a person is of college level, UGC recommended pay scales of contractual teachers may be made applicable.
3) With regard to the grants for the development of infrastructure, a minimum of 50% increase is to be justified in view of all round escalation in prices
4) In special cases, a proper recommending authority may be identified if there is no such authority in any of the States
5) All financial assistance may be transferred under Electronic Transfer System
6) It is observed that a set of guidelines and procedure of screening of the applications to prepare a short list to for the consideration of the award of Rashtrapati Puraskaar has been introduced recently in the existing scheme, criteria like publication of books and research papers, participation in international and national seminars etc. have been introduced there in. While such criteria make sense in respect of scholars from university stream, it goes against traditional scholars who were mainly intended to be covered under this scheme. Therefore, in respect of traditional Sanskrit scholars and Vedapathis such criteria should be done out with. Instead, participation in Shaastraartha Sabhaas and Vedasabhaas and recognition received from Muths and Organizations which are well known seats of learning of traditional Shastric and Vedic studies should be taken in to account.
7) Regarding the guidelines of Badarayana award, editing and publishing of hitherto unpublished, rare and important manuscript of a size of at least 200 pages in print along

with critical study regarding the importance of it may be made main criteria for consideration. This will go a long way in unearthing the new knowledge component that remains buried in them.

B) New Schemes proposed for the Development of Sanskrit

1. Reviving of Pre-Independence Mahavidyalayas

1. Those Mahavidyalayas which were established before Independence and are running still but in dire and indigent conditions are to be revived
2. Such Mahavidyalayas or Shodha Sansthans are to be identified by a committee constituted for the purpose.
3. Quality Higher Education should be revived.
4. Scholars of ancient Shastras will have to be provided benefits
5. Pure Shastric tradition will have to be supported and protected
6. Such Mahavidyalayas or Shodha Sansthans are to be provided human resource on contractual basis with reasonable remuneration for five years that can be extended further on the basis of their academic performance appraisal.

2. Supporting Pathashalas

Under this scheme onetime grant will be sanctioned to Pathashalas that stood the test of time despite suffering turbulence and privations. This grant shall be utilized for infrastructure and academic development of such Pathashalas.

3. Reviving Manuscripts Libraries and Oriental Research Institutes

One time grant for improving physical infrastructure and recurring grant for personnel and recurring expenditure may be considered for reviving manuscripts libraries and oriental research institutions which are on the verge of extinction. Human resource in terms of Copying Pandits, Collator Pandit will require to be provided for Keying-in and digitization of manuscripts. They may be done by way out sourced work on performance based norms.

4. Shastra Samrakshana Scheme

Under this scheme expertise of traditional scholars will be utilized for the protection of Shastra learning. This scheme may be implemented in two ways 1) One in Formal Education System and 2) the other in Non-Formal Education System

A) Formal Shastra Learning System

Under this scheme Post Acharya, rigorous Shastra Learning will be revived. Advanced Texts of various Shastras will be taught under a Guru for a Minimum period of Three Years. A formal degree may also be awarded if needed. Each Specialized Guru will be paid an appropriate honorarium. Each Vidyarthi will be paid an appropriate scholarship. Here non-prescribed texts, non-prescribed portions of texts will be taught, for example, learning of Mahabhashya beyond Nava Ahnika, Learning of Simha Lakshana and Vyaghra Lakshana, learning of all the twelve chapters of Mimamsa, learning of Shrauta Granthas etc.

B) Non-Formal Shastra Learning System

Under this stream, Gurukula system will be revived and the expertise of traditional scholars who still adhere to their traditions and do not leave their place of residence will be utilized. Each such traditional scholar of Shastric excellence will teach traditional Shastras in a traditional way maintaining their way of living and transmitting such knowledge. Minimum number of Five Antevasins (students) will undergo rigorous Shastric training under one such Guru for one particular Shastra. Their Shastric knowledge will be evaluated in a traditional way of examination such as Shalaka Parikasha etc. Each such scholar and Antevasin may be paid an appropriate honorarium and scholarship respectively. This scheme will protect traditional scholarship and Shastra-learning system, Gurukula system of learning will be revived and protect Shastras from extinction. This will bring revolution in learning system of Shastras

Ashtaadashi - Eighteen Projects for sustaining the growth of Sanskrit

Following eighteen projects may be taken up as a special case in order to give the much required boost for the growth engine of Sanskrit. All the projects may either be directly handled by Rashtriya Sanskrit Sansthan or be given to Sanskrit related Institutions including reputed NGOs in the field of Sanskrit. Young Sanskrit scholars or retired Sanskrit scholars on contractual basis, with UGC recommended pay scales for contractual teachers or on piece work basis may be appointed for implementing the projects. Care should be taken that every appointee should have a high degree of competency, i.e. fluency and accuracy, in communicating in Simple Standard Sanskrit. Deliverables should also be well defined with time lines. These projects will help in realizing the objectives mentioned in the Terms of Reference of this committee and simultaneously will also in jobs for Sanskrit graduates.

1. Knowledge Texts' Translation Project

Knowledge texts of school education to University education belonging to all branches of knowledge, Arts, Science, Commerce, Technical and Professional, available in other languages have to be translated into Sanskrit and have to be published electronically.

2. Editing & Publishing of Manuscripts Project

There are 45 lakh Sanskrit manuscripts lying in more than 4000 libraries which are written in fourteen scripts. Barring the duplicate copies and published works, it is estimated that there would still be a few lakhs of unpublished manuscripts which are of not only literary value but also of contextual relevance and research value. Hence those manuscripts are to be edited and published. In order to get qualified or scholarly manuscript editors who are good in Sanskrit, training programs in editing manuscripts may be conducted in as many institutions as possible.

3. Digital & Online Resources Project

All the Sanskrit works have to be brought out in Digital form and have to be made available on Net. Further various types of online courses like beginners' course,

Intermediate level course, advanced course, Diploma course, UG and PG level course, language course, courses on various Shastras and Kavyas, etc have to be developed. Hundreds of such need based courses can be designed. They could be used not only by anyone from across the world who is interested in Sanskrit but also by teachers in ICT Enabled classes.

4. **Summer Course Project**

There is considerable interest for the study Sanskrit, Grammar, Panini, different Shastras and different Sanskrit works on different subjects. Sanskrit teachers and students also want to acquire into a different branch of knowledge in Sanskrit. Hence different courses on various above mentioned subjects may be offered during summer vacation. Each Sanskrit University may identify different subject for the proposed Summer Course. Offering such courses during summer vacation would help teachers and students to take part in it.

5. **Contemporary Literature Project**

One of the criteria of a vibrant language is the reflection of contemporary issues and thoughts of the society in its literature. Though books in Sanskrit on contemporary subjects are being published, much requires to be done in this regard. Hence through this project Sanskrit scholars have to be encouraged to write in Sanskrit on relevant current issues. Incentive grant for writing in Sanskrit and grant for publication may be given generously.

6. **Evening School Project**

Students while perusing their main course of study during day time would pursue other course of interest in evening classes. Many people who did not get the opportunity to study Sanskrit in their school days and now who are working, would like to learn Sanskrit in evening classes. This felt need can be catered to through at least in major centers to start with Evening schools and Evening colleges of Sanskrit which would give a great impetus to Sanskrit learning.

7. **Technology Adaptation Project**

There are many basic technology issues like appropriate Fonts, Apps, OCR, software, search, virtual class, online management of exams, etc. related to Sanskrit usage which are hitherto solved. As new technology emerges there is need for up gradation as well. Unless Sanskrit adapts latest technologies it will not progress, hence this recommendation as Sanskrit should not miss the technology bus.

8. **Computer Education Project**

Though it is much publicized that Sanskrit is the most suitable natural language, there is a big disconnect between computer use and Sanskrit fraternity. This is also one of the reasons for Sanskrit's lagging behind in the technology driven world. In order to impart computer education to Sanskrit teachers and Sanskrit students, such centers may be opened in Sanskrit schools and colleges either on the lines of National Council for

Promotion of Urdu Language's project or through a new model. It would be more useful and effective if computer savvy Sanskrit instructors are employed in this endeavor.

9. **Biennial Sanskrit Book Fair Project**

A World Sanskrit Book Fair was organized in 2011 in Bangalore for four days where in 154 publishers participated, four lakh people visited and total four lakh rupees' books were sold. That was unique and unparalleled. Since then there is demand from public and school managements to organize such fairs in every state capital because they do not get Sanskrit books near to their place. Sanskrit Book Publishers also want the same as it will help them to meet the demand effectively. It is desirable that Sanskrit Book Fair is held once in two years in one state capital in association with Sanskrit voluntary organizations.

10. **Outreach Programs Project**

In order to strengthen the student number in Sanskrit schools and colleges, those schools and colleges may be asked to conduct short term courses in their respective catchment areas. Further they may be given human resource support to offer various types of Sanskrit related courses for the public at different places and also to popularize Sanskrit in general schools and colleges in the nearby area.

11. **Shabdashala Project**

While Sanskrit is being widely used for communication and writing on day to day issues and modern subjects, there is dearth of modern words in Sanskrit. All the words coined by CSTT are not Sanskrit words. Though Sanskrit language can generate infinite number of words there wasn't any well coordinated collective effort from Sanskrit institutions and scholars. It is also necessary that the words so generated should be acceptable all over India and be in agreement with Simple Standard Sanskrit. Hence works classified under different categories may be entrusted to Sanskrit Universities and Sanskrit Academies or other Sanskrit Institutions and each one may appoint Sanskrit scholars from different mother tongue groups so that words so generated with different language perspectives would be acceptable all over India

12. **Reprinting of Rare Books Project**

Before independence many Oriental Research Institutes and institutions like Nirnaya Sagar Press used to publish important and valuable books without errors. Most of them are out of print now. Since such institutions do not have funds to reprint them, it is desirable that Rashtriya Sanskrit Sansthan or some other Government funded Sanskrit Institution reprint those rare books with financial support from MHRD and also create a digital version for long term preservation.

13. **Residential Training Project**

Language has to be learnt in a total environment of the language being taught, and then only then the learner will be able to acquire all the four language skills naturally and rapidly. In order to get such skilled teachers, residential training camps of different

durations at different levels may have to be organized on a large scale in all the states for teachers, students and for the public who would later volunteer to teach.

14. Integrating Sanskrit with Modern Subjects Project

Scholars having the knowledge of both Sanskrit and Modern subjects are very rare. In order to integrate the two streams on knowledge the only way out is to encourage Sanskrit people to study modern subjects or scholars in modern subjects to study Sanskrit. Fellowships may be created to UGs or PGs who have completed their one branch of study but would like to undertake the study of a subject from another stream.

15. Support Internship Project

A project may be taken up for students of IITs, NIITs, IISERs, IIITs, IISc and ACITE approved technical colleges who would opt for internship in Sanskrit Institution under the guidance of Sanskrit Professors during the course of their study through which they would also get credits. If financial support is provided to such students their talent could be utilized in unraveling the scientific knowledge hidden in Sanskrit literature through small but focused projects with Sanskrit scholars in Sanskrit institutions.

16. Children's Literature Project

Language should be learnt or taught at an early age. Today as far as other languages are concerned, a vast variety of children's literature are available in the form of multi color books, charts, CDs, rhymes, cartoons, films, documentaries, cartoon books, Amar chitra kathas, Apps, etc. Thousands of web portals and TV channels also offer such material. Sanskrit language should not miss the Children's literature bus.

17. Yoga through Sanskrit Project

The language of Yoga is Sanskrit. Hence centers may be established to teach Yoga through Sanskrit and Sanskrit through Yoga. Many people are interested in studying the original texts of Yoga in Sanskrit. Hence, Sanskrit Promotion Foundation with the help of ONGC-CSR funds is in the process of developing teaching learning material for such courses. The proposed center can use that material and a person who knows both Sanskrit and Yoga may be appointed in such centers.

18. Ayurveda through Sanskrit

Language of Ayurveda is Sanskrit. Ayurveda Darshana is to be studied by every one for healthy life. There is a demand for conducting Ayurveda classes through Sanskrit language. These classes are not to produce Doctors but to create healthy minds.

General Recommendations

Though the committee has made specific recommendations pertaining to every department separately, the major recommendations are given below –

1. **Teacher Training** –Since Sanskrit teaching has to be made more simple and attractive and since total involvement of Sanskrit teachers and their fluency in Sanskrit are very

crucial in this task, training of Sanskrit teachers may be taken up in a big way. About five lakh Sanskrit teachers in the country have to be trained in the next three to four years' time in two rounds, each of one week's duration. School Education, MHRD may draw a master plan for the same and implement it starting from the year 2016-2017 through SCERTs, DIETs in collaboration with other educational institutions and NGOs working in this field

2. **Sanskrita Shiksha Varsham (Sanskrit Teaching Year)** – Most of the recommendations made in this "Vision and Roadmap" document are pertaining to total revamping of Sanskrit education by changing the curriculum, text books, teaching method, evaluation system, new experiments, pilot projects, teacher training, new courses, etc. In order to sensitize the stake holders of Sanskrit education, on these issues , to activate and pro-actively engage every Sanskrit teacher and to give a jump start, it is recommended that the year 2017-2018 be observed as "Sanskrita Shiksha Varsham" where in Sanskrit teachers would not only teach Sanskrit through Sanskrit and create Sanskrit environment in classes but also conduct spoken Sanskrit classes for public at large in the respective Sanskrit students catchment areas of their institutions. Seminars, workshops, publications and many other academic programs may be held to further the cause of modernizing and popularizing Sanskrit education. Govt. of India had declared and celebrated year 2000-2001 as Sanskrit Year with a budgetary allocation of Rs 5 Crore. In the same way Sanskrita Shiksha Varsham may also be allocated with a generous budget so that some long standing and long impacting measures for the development of Sanskrit may be taken up that year.

3. **ICT in Sanskrit Schools and Colleges** - The Information and Communication Technology (ICT) in Sanskrit schools may also be made a component in the Rashtriya Madhyamik Shiksha Abhiyan (RMSA). This will provide opportunities to Sanskrit students to build their capacity on ICT skills and make them learn through computer aided learning process. The Scheme will be a major catalyst to bridge the digital divide amongst Sanskrit students of various socio economic and other educational barriers. ICT may be extended to Sanskrit colleges also.

4. **Additional Human Resources** – In order to implement all the recommendations of this committee, every implementing agency or Institution may need additional human resources. More particularly, Rashtriya Sanskrit Sansthan would require personnel for administration of the schemes, projects and all the recommended initiatives apart material production, training and teaching. MHRD may consider it as a priority. Since most of these activities and programs are to be conducted in Sanskrit, and since public too expect that Sansthan also should use Sanskrit more and more for its internal communication at least, the Committee proposes that even for the non-teaching posts, Rashtriya Sanskrit Sansthan should recruit people preferably Sanskrit UGs or PGs or

those who can communicate in Sanskrit. This will also go a long way in confidence building among Sanskrit students.

5. **Call to Sanskrit Scholars –** The committee takes this opportunity to request the Sanskrit fraternity 1) to use Sanskrit language more and more not only in the class room but also in all other occasions and in all other communications 2) to avoid making emotional and unrealistic demands (that Sanskrit should be made compulsory! etc.) 3) to more proactively participate in the current national debates with inputs from Sanskrit literature 4) to widen the horizons of Sanskrit Education 4) to strategically and dedicatedly work for the concept "language through language and knowledge through application" (i.e. any language should be taught through that language and instead of simply talking about that language, provide knowledge by applying that language) 5) to make Sanskrit a vibrant flourishing language of classrooms, laboratories, playgrounds, corridors, staffrooms and one to one meetings.

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